

Ormiston Academies Trust

City of Norwich School Accessibility Plan

Policy version control

Policy type	Mandatory
Author	Academy produced document
Approved by	Local Governing Board
Release date	October 2025
Next release date	October 2026
Description of changes	No changes

Statement of intent

This plan outlines the proposals of the governing body of The City of Norwich School (An Ormiston Academy) to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- ✦ Increasing the extent to which pupils with disabilities can participate in the academy curriculum.
- ✦ Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- ✦ Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- ✦ Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- ✦ Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- ✦ Undertake reasonable adjustments to enable staff to access the workplace.
- ✦ Ensure all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- ✦ Parents of pupils
- ✦ Principal and other relevant members of staff
- ✦ Governors
- ✦ External partners

Signed by:

Ms J Philpott

Headteacher

Date: October 2025

Dr P Hann

Chair of governors

Date: October 2025

Next review date:

October 2026

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Adapted curriculum and pathways designed to meet needs for all students, with bespoke packages including Nurture, Alternative Provision, intervention and tutoring. Pathways and packages are reviewed regularly and adapted to meet emerging needs.	Embed reading and literacy interventions across ALF as part of the enable element of school literacy strategy.	Data reviewing of NGRT. Rolling out of Lexonic Leap and advanced. Implementing alternative interventions for pre-readers.	FL for Alternative Learning (SENDCo) and SLT.	Summer 2027.	Embedded reading interventions supporting student literacy.
	Teachers receive CPD and guidance to adapt T&L to meet the needs of students with a range of needs through Quality First teaching practices Curriculum progress is tracked for all students, including students with a disability, and this analysis and evaluation directly informs decisions about curriculum and pathways adaptations.	Continue to review interventions and explore impact assessments to support meeting student needs.	Apply APDR to student interventions. Review intervention offer. Interventions to support prevention alongside emerging need.	FL and ALF leadership.	September 2027.	Effective interventions running with impact evidenced.
	Curriculum pathways at KS4 are flexible and tailored to student need Facilities, rooming arrangements, timetables, and resources enable access for all students to all curriculum subjects Enrichment activities including DofE actively adapted to enable access for students with disabilities	Reviewing pupil passports for both SEND need and vulnerable barriers.	LSAs to review pupil passports according to schedule Refine to ensure student and parental voice is included Refine strategies to ensure specific to the child	ALF leadership.	Ongoing	Teachers using adaptive teaching strategies specific to students needs.

	Curriculum content promotes students' knowledge of issues around disability such as through the PSHE and SMSC curriculum	Teacher knowledge and practice of adaptive Quality First teaching pedagogies to meet the needs of students.	Completion of support, guidance and training materials for staff.	AHT Director for T&L, with T&L SEND Lead Teacher.	Student profiles by Sept 2027.	Pupil passport in place.
			CPD throughout 2024-26.	AHT Director for T&L, with FL for Alternative Learning.	Across 2026/7.	Staff confidence with adaptive teaching pedagogical approaches.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils, visitors and staff as required. This includes: ▪ Ramps ▪ Elevators ▪ Corridor width ▪ Disabled parking bays ▪ Disabled toilets and changing facilities ▪ TA support (when necessary)	To ensure that all areas of the academy are accessible to every student, visitor, and staff member and that everyone can safely use equipment and machinery as required.	The school will carry out a survey to identify areas where accessibility for students with disabilities is limited. Based on the findings, the Operations Manager and Site Manager will evaluate the required work and develop a business case to present to the Trust for funding.	James Roberts & Steve Garman.	February 2027, in light of PDP planning.	The site is adapted to provide easy access for disabled staff, students, and visitors.